



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

415 N. 30th Street, Phoenix, AZ 85008

Wilson Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Araceli Cecena
Schedule : 07:30 AM to 04:00 PM
Grades : K-3
Web Address : www.wsd.k12.az.us
Phone Number : (602) 683-2500
Fax Number : (602) 231-0567
E-mail : araceli.cecena@wsd.k12.az.us

Mission

Our mission is to provide the best quality education for students allowing them to reach their maximum potential. Quality instruction, effective management, parental involvement and exemplary community service are the hallmarks of Wilson ESD #7.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve basic reading skills and comprehension through a direct instruction program, phonics-based reading program combined with trade books, language arts activities and technology. DIBELS testing and monitoring will continue across grade levels.
- ü Improve student achievement in mathematics using the Harcourt Math series, Touch Math and Compass Math lessons that are delivered via computer. We provide additional after-school tutoring for students who are having difficulty learning math concepts.

Enrollment

October 1, 2005 School Year Student Enrollment : 628
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 335

Instructional Programs

- Ü Head Start
- Ü Award Winning Direct Instruction School
- Ü Full-day Kindergarten
- Ü Structured English Immersion
- Ü Technology Based Instruction
- Ü Special Education & Gifted Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We strive to create a welcoming environment for students and parents, where students are provided a safe & orderly learning environment, with high expectation levels, school supplies and plenty of opportunities. School personnel acts as instructional leaders as they reinforce partnerships among parents, students, and staff. Parents are also invited to participate in computer and ESL classes offered on campus, free of charge.

Parents

The district encourages parents to take an active role in their child's school and volunteer for various programs. Parents are responsible for their child's regular attendance, proper hygiene and nourishment, & for providing a place to study at home. Parents are encouraged to support attendance and respect to school.

Transportation Policy

For those students living farther than one mile from school, bus transportation is provided with Laidlaw Transportation. For exact boundaries of the school district, please contact the school secretary at (602) 683-2500.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü First Economics America School in the State of Arizona	2004
Ü Pride of SRA National Award	2002
Ü Pride of SRA National Award	2001
Ü Cheerleaders - 1st Place Fiesta Bowl Champs	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	157	80010	100	100	99	423	423	447	18	18	10	26	26	18	53	53	53	3	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38935	100	100	99	422	422	447	18	18	9	29	29	19	49	49	55	4	4	17
Male	79	79	40974	100	100	98	425	425	448	18	18	11	23	23	18	57	57	52	3	3	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	144	144	34545	100	100	99	423	423	432	17	17	14	27	27	24	54	54	53	2	2	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	148	148	69849	100	100	100	425	425	451	16	16	7	26	26	17	55	55	56	3	3	19
Limited English Proficient Students	68	68	14013	100	100	97	409	409	413	26	26	24	38	38	34	35	35	39	NA	NA	3
Migrant Students	15	15	603	100	100	96	426	426	417	7	7	22	27	27	32	67	67	42	NA	NA	4
Economically Disadvantaged	151	151	39029	98	98	98	424	424	432	16	16	14	27	27	25	54	54	52	3	3	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

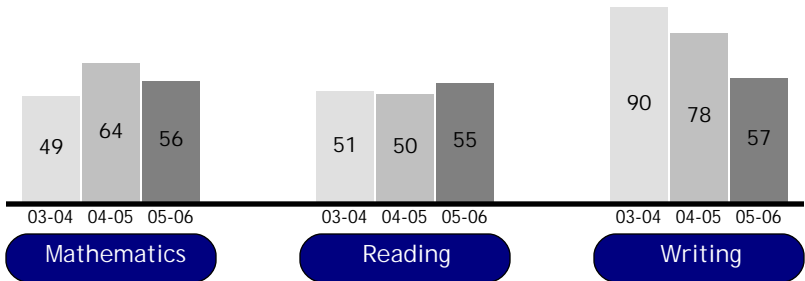
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	157	79438	100	100	98	432	432	451	11	11	9	33	33	24	52	52	56	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38775	100	100	99	437	437	457	8	8	7	33	33	22	55	55	58	4	4	13
Male	79	79	40560	100	100	97	427	427	446	15	15	12	33	33	25	49	49	54	3	3	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	144	144	34297	100	100	98	432	432	434	11	11	14	33	33	31	52	52	50	3	3	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	148	148	69850	100	100	100	434	434	456	10	10	7	32	32	23	55	55	59	3	3	12
Limited English Proficient Students	68	68	13856	100	100	96	410	410	407	18	18	27	49	49	43	32	32	29	1	1	1
Migrant Students	15	15	600	100	100	96	427	427	418	27	27	22	7	7	38	67	67	39	NA	NA	2
Economically Disadvantaged	151	151	38685	98	98	97	433	433	435	9	9	14	34	34	32	53	53	50	3	3	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	157	79971	100	100	99	430	430	423	7	7	8	36	36	41	53	53	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38974	100	100	99	443	443	437	4	4	5	31	31	33	59	59	57	6	6	4
Male	79	79	40895	100	100	98	417	417	410	10	10	10	41	41	47	47	47	41	3	3	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	144	144	34481	100	100	99	429	429	410	7	7	10	35	35	46	54	54	43	3	3	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	148	148	69713	100	100	100	433	433	429	6	6	5	34	34	39	55	55	52	5	5	3
Limited English Proficient Students	68	68	13985	100	100	97	400	400	382	12	12	18	53	53	54	35	35	27	NA	NA	0
Migrant Students	15	15	608	100	100	97	429	429	389	13	13	16	40	40	50	40	40	33	7	7	0
Economically Disadvantaged	151	151	38994	98	98	98	432	432	409	5	5	10	36	36	47	54	54	41	5	5	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	63	NA	58	100	32	32	47	42	44	44	46
	Language	99	49	49	50	100	40	40	47	42	50	50	48
	Mathematics	98	64	64	64	100	37	37	50	43	39	39	52
3	Reading	100	47	NA	55	100	30	30	44	100	28	28	46
	Language	100	59	59	61	100	38	38	44	100	34	34	46
	Mathematics	100	49	49	61	100	42	42	51	100	32	32	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 7 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan Input
- Ü Curriculum Development Input
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	9	4	0	0
7 to 9 years	0	10	0	0
10 or more years	4	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	96
Teachers with Emergency Certification.	00
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Technology-Integrated Classrooms
- Ü Full Service LRC

Extracurricular Activities

- Ü Reading Tutoring
- Ü Math Tutoring
- Ü Sunrise Club
- Ü Bookworm Buddies
- Ü Primary Play Pals
- Ü Parks & Recreation w/ City of Phoenix
- Ü Junior Achievement

Social Services

- Ü Breakfast/Lunch Programs
- Ü School Resource Officer
- Ü Afterschool Programs
- Ü Health Services/Community Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students are instructed by highly trained direct instruction teachers. Using SRA, a scientifically researched reading program, students meet or approach their reading goals in leveled reading groups. The district employs 8 reading teachers.
- ü Student achievement in mathematics was enhanced by matching district instruction to the Arizona State Standards. Students who are experiencing difficulties receive individual instruction and after school tutoring.
- ü A highly qualified writing teacher teaches six trait writing to students in the third grade. This program has reduced class size for writing groups and has effectively raised student achievement in this subject.
- ü Science goes to the classrooms. A highly qualified teacher teaches Science to every student using experiments and engaging lessons. The children learn to explore the world around them using their senses.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A Wilson Primary schoolwide discipline plan is in place with rules, consequences and positives, in addition to the Character Counts program. Students wear uniforms. A School Resource Officer is on staff. A Crisis Plan is in place and practiced regularly. Fire drills are conducted monthly.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Araceli Cecena	(602) 683-2500
Transportation Policy	Debra Turl	(602) 681-2200
Community Resources	Olga Fragoso	(602) 681-2200
School Nutrition Programs	Yvette Lowe	(602) 683-2400
Parent Organization	Usebia Joyce	(602) 681-2200
Student Health/Nurse	Shirley Hawkins, RN	(602) 683-2500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 640 Copies = \$187.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.